LEAD 321
Leadership Communication – Section 1
Course Procedures and Syllabus – Spring 2013

The syllabus provides the complete requirements and instructions on all assignments for this class. Please read it carefully and keep it for reference throughout the semester. A copy is also posted in OWL-Space for your reference.

Meeting times and location: **Section 1: 11:00 – 12:25 M/W TBA**

Instructor: **Deborah J. Barrett, Ph.D.,**
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Office hours: MW 3:00 – 5:00; others by appointment through e-mail.

Introduction

Studies have shown a direct correlation between being a successful leader and being an effective communicator. Leadership Communication is designed to introduce you to professional communication, which cuts across all disciplines, and to help you become a better leader by developing your own communication abilities and by understanding the role of communication inside and outside of organizations.

The course will teach you how to communicate effectively with different audiences and how to use logical, persuasive techniques in writing and presenting. You will have an opportunity to develop your written, oral, interpersonal, and team skills while developing an understanding of leadership communication in different contexts, including your own major field of study.

Mastering Leadership Communication will help you succeed at Rice and in your future careers. The primary goals are for you to—

(1) Improve substantially in your abilities to communicate in professional settings;
(2) Emerge confident in your leadership communication abilities, and
(3) Develop your understanding of leadership communication and its applicability to your own life and career choices.

Obtaining the value from this class requires your commitment to it and to completing all of the assignments to the best of your abilities.

Course Objectives

By the end of this course, you should be able to do the following:

1. Analyze audiences and develop and format messages specific to them;
2. Communicate appropriately with diverse audiences;
3. Structure and write clear, correct, and confident professional written communication;
4. Plan and deliver impromptu and prepared individual and team presentations confidently;
5. Integrate high-quality graphics into oral presentations and written documents and use PowerPoint effectively;
6. Recognize and exemplify communication ethics;
7. Work constructively in teams and evaluate peers effectively; and
8. Project a positive ethos and display emotional intelligence and interpersonal skills.

Text and Other Readings

Text: Deborah J. Barrett, *Leadership Communication.* 3rd edition. (*LC* in Syllabus).

The additional reading assignments listed below are available in the **Resources** section of OWL-Space unless otherwise noted:

Burke, Ronald J. and Cary L. Cooper. *Inspiring Leaders*. New York: Routledge, 2006. Introduction and other excerpts.

McCoy, Bowen H. "Parable of the Sadhu." *Harvard Business Review*. September/October 1983. Note: Harvard will not allow us to post this essay in OWL-Space, so I will loan you a copy in class.

Wills, Garry. *Certain Trumpets: The Nature of Leadership.* New York: Simon & Schuster, 1994. Introduction and Conclusion posted in **OWL-Space**. Several copies on Reserve in Fondren.

Student Responsibilities

Since part of leadership is accepting and fulfilling your responsibilities to the others within your organization, I have outlined your responsibilities as a student in this class:

1. **Attend regularly and come to class prepared to contribute.** For most class meetings, you will be assigned a chapter from *LC* or readings from another source, and I expect you to have read the assignment before coming to class. In class, we will review the chapters and apply the concepts to in-class exercises. Since much of the learning occurs through participation in experiential exercises, attendance is critical; therefore, I expect you to show up prepared to participate **actively** in the class discussions and exercises. Half-hearted efforts hurt you and will keep you from realizing your full potential to improve in your communication abilities.

   The attendance policy for this class follows that stated in the General Announcements:

   Students are expected to attend all scheduled activities for all of the classes for which they are registered during the entire course of the academic semester for which they are enrolled. . . . Students should inform their instructors in advance of absences resulting from participation in university-sponsored activities. . . .

2. **Submit assignments on time.** Many of the assignments build on the previous assignments, so each student needs to make a commitment to turning in **all** assignments on time. Unless you have made arrangements with me to turn the assignment in later, you will lose a letter grade for each day the assignment is late.

3. **Turn in assignments as specified by this syllabus and the instructor.** Please be sure to follow the instructions completely. The instructions, including the formatting, are provided to help you create documents and presentations that are acceptable in a professional setting. It is a shame for you to lose points simply for not following instructions. Assignments may be submitted in a hard copy format or in the OWL-Space drop boxes. E-mailed assignments are discouraged since they can end up filtered out by the Rice SPAM program.
   a. When submitting assignments electronically, you need to format them so that a hard-copy printout will have **a professional appearance** without requiring any format changes (see Chapter 4, *LC*, for document formatting guidelines). In addition, **your name and the page number should appear on every page as a footer or header.**
   b. If you are to submit the assignment in a hard copy form, please print it in black ink and follow an accepted professional format (see *LC*), unless otherwise instructed. If it is a PowerPoint presentation, you should print it in **Pure Black and White** as a **handout** with three to six slides per page, unless otherwise instructed, or submit it to your drop box in OWL-Space if printing is a problem for you.

Student Responsibilities (continued)

4. **Check your own grammar, spelling, punctuation, sentence structure, etc.** Obtaining **any kind of help** in these areas on individual assignments that you are turning in for a grade is not allowed in this class and will be considered a violation of the **Rice Honor Code**.

5. **Follow the Rice Honor Code. All assignments in this class are governed by the Honor Code.** LEAD 321 assignments call on your own thinking, ideas, and skills; therefore, you must not look at outside sources or obtain help from anyone unless specified in the assignment. If the assignment calls on any kind of research or for you to use any sources outside of your own ideas, such as in the Leader Profile assignment or when using the articles and cases provided to you, you must be very careful to document them appropriately through parenthetical references according to the MLA, APA, or Chicago style sheets.

   If you are not sure how to give credit to your sources and to avoid plagiarism, you should review the **Honor Code** policies, refer to pp. 131-33 in *LC* and review the guides in Virtual Academic Integrity Laboratory at http://www.umuc.edu/distance/odell/cip/vail/home.html.

   For this class, you are not to look at or use any of the assignments students completed for this class in the past semesters or any copies of assignments on-file in the Colleges or elsewhere on campus or make use of other sources of help on the assignments. Also, you are not to work with any other students in this class currently on any of the assignments except for the team assignments, as explained below. It is important that all of your work be original to you and that **you alone are involved in creating and completing it. You alone are responsible for your work.** If you need help, see me, not other students or other outside help. Please place the Honor Code pledge on all submitted assignments.

   If needed on an assignment, I may submit it for review in the **TurnItIn.com** program to verify authenticity. Should this program flag any plagiarism, I will need to turn the work in to the Rice Honor Council.

   For the team assignment, the team's work is covered by the Honor Code as outlined above. The entire team is responsible for the work, and the work is expected to be original to the team. The entire team must be particularly careful that all of their team members document all of their sources since the entire team is held responsible for any plagiarism. Each team should place the **Honor Code** on all assignments. For team assignments, you only need to write the pledge one time, but all students must sign it.

6. **Fully contribute to your team assignments.** You will be evaluating the contributions of team members to your team project at the end of the semester. **Should the team indicate a member did not contribute his or her fair share of the work or otherwise jeopardized the team's performance in any way, then that team member will receive a lower grade on the team assignments than the rest of the team**. Depending on how little the student contributed, the individual could lose as much as **one to two letter grades** from the team assignments. In addition, a team has the right to "fire" any team member who does not contribute or who is otherwise disruptive. Should the team decide a firing is necessary, they need to contact me ASAP. The fired member will then be responsible for completing the team assignments as an individual and will need to consult with me on how to complete the presentation portion.

7. **Speak with your instructor if you have a documented disability** that will impact your work in this class**.** All discussions will remain confidential. Students should also contact the Disability Support Services Office in the Allen Center.

Evaluation Standards and Grading

I will evaluate your work by looking at it as work produced by future professional men and women and future leaders and by judging the merits in relation to your peers but also against a standard of excellence expected of today's professionals. You will find example grading rubrics in **OWL-Space** that provide the basic criteria for each assignment. I will follow these general grading principles:

Evaluation Standards and Grading (Continued)

1. **I will evaluate the following characteristics in each assignment:**
   a. Depth of content, original thinking, and creativity
   b. Logic, coherence, and organization
   c. Strategy, suitability for audience, style, and tone
   d. Formatting and professional appearance
   e. Grammar, punctuation, and spelling
   f. Overall professional quality
2. **You are expected to provide objective, specific, constructive, and honest feedback to your classmates.** You will be evaluating your peers and providing feedback to them on a regular basis. You should be tactful and thoughtful. Your feedback to your peers needs to be meaningful, so while you should avoid being too harsh, you should also avoid delivering positive feedback that is not valid. I will evaluate you on how carefully you evaluate them.
3. If at any time **you do not understand the evaluation of your work, please see me.** My intention is to guide you and help you to develop your communication ability. At no time do I want grading to create a barrier to that goal.
4. **Mechanical errors and grammatical mistakes can undermine your performance as a leader.** I assume that all Rice students possess an acceptable level of grammatical proficiency; however, I will provide a brief review of the basics early in the semester, and when grading the first assignment, I will be slightly more tolerant of grammatical and usage errors.
5. For all assignments, the letter grade awarded translates to the following points:

A+ = 98	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	R = Rewrite

6. **Policy on rewrites/"do-overs":** Since my goal is to help you develop your communication abilities, not simply give you grades for the work you do, I may ask you to rewrite, or in the case of presentations, re-present, assignments when I feel you can improve your performance substantially.

   If I give you an "R" on an assignment, it indicates that the assignment is not acceptable as it is, which means it falls short in some way, either by not meeting the expectations of the assignment or by containing flaws in the content, logic, style, or format.

   If you receive an "R," I am telling you specifically that you may redo the assignment for an improved grade (usually no higher than a "B+"); however, that decision is yours and you can always accept the grade as it is (usually an "F").

   If you do rewrite an assignment, you must turn in the original assignment and grading rubric when you turn in the rewritten work **no later than the next class period after** it is graded and returned to you. Note that because of the content of some assignments, they may not be rewritten for a higher grade after they have been discussed in class.

7. **Pass/Fail policies:** As stated in the General Announcements, "students successfully completing a course pass/fail receive a **P**, and failure to complete the course successfully is indicated by an **F**." **Successfully completing** this course means achieving **70** points or above as a final point average.

   Reminder to those students in the **Sport Management** program: The Rice policy on taking courses pass/fail states students "may not take as pass/fail those courses used to meet major graduation requirements." LEAD 321 fulfills your written communication requirement and thus you need to take it for a grade.

Overview of Assignments with Due Dates and Values

Due Date	Individual Assignments	Value
Jan 23	Sadhu ethics analysis memo	7.5%
Feb 4	Relocation ethics case memo and pyramid	10%
Feb 11	"About Me" PPT (3 to 4 minutes)	7.5%
Mar 25	Profile Proposal OWL-Space Discussion and E-Mail Assignment	10%
April 8	Impromptu presentation (2 - 3 minutes)	5%
April 10 & 15	Leader Profile Presentations (6 - 8 minutes plus Q&A)	10%
Final Period	Final exam (optional for those students with regular attendance and participation and an average of 85 or above)	10%
Due Date	**Team Assignments**	**Value**
Mar 11	Team charter and action and work plans (length varies)	5%
Mar 13	Team project interview packet (e-mail and interview guide)	5%
Mar 20	Team progress review round table meeting and document	5%
April 3	Team presentation (17 - 20 minutes)	10%
Throughout the semester	**Class participation, interactions, attitude, and attendance**	**Value**
	• In-class exercises and participation and contributions to discussions, • Completion and quality of daily interactions and work, • Two self-evaluations of individual presentations, • At least two peer evaluations of presentations (I will evaluate your ability to provide specific, honest, and constructive feedback to others), • One evaluation of team member contributions, • MBTI and exercises, and • Professional interaction and daily communication with instructors and with classmates.	**15%**

Please note that the grading rubrics used to evaluate your assignments are located in the LEAD 321 course area in OWL-Space. Reviewing them before completing the assignment will help you ensure that you have followed the instructions.

Daily Communication Syllabus – Spring 2013

Dates	Topic	Assignment
Jan 7 Monday	Intro. to course	Welcome and discussion of syllabus and assignments. Elevator speeches to introduce yourself.
Jan 9 Wednesday	Leadership Communication	Please bring in examples of leaders delivering presentations to discuss and see on-line. Bring YouTube address or other URL.
Jan 14 Monday	Leadership Communication	Continue discussion of examples if needed. Read Chapter 1 – "What is Leadership Communication" in *LC.*
Jan 16 Wednesday	Leadership Ethos and ethics	Read Burke and Cooper introduction and excerpts from *Inspiring Leaders*, pp. 2 - 15 on leadership; 41 – 55 on transformational leadership. Also, we will do The Question of Ethics (Application 1.2) exercise and discuss it in class today, so please bring texts.
Jan 21 Monday	**MLK Holiday**	**Holiday – no classes**
Jan 23 Wednesday	More on leadership and ethical decision-making	Read "The Parable of the Sadhu" and be prepared to discuss the case and to turn in your **memo with analysis** of the ethical questions in the "Parable."
Jan 28 Monday	Strategy & audience analysis Logic and the Pyramid	Read Chapter 2 – "Leadership Communication Purpose, Strategy, and Structure" (*LC).* In-class group exercise (1.3, p. 47) on pyramids. Group pyramids will be presented and discussed in class.
Jan 30 Wednesday	Correspondence and documents	Skim Chapter 3 – "The Language of Leaders" & Chapter 4 – "Creating Written Leadership Communication" (LC).
Feb 4 Monday	Oral presentations lecture	Read Chapter 5 – "Leadership Presentations" (LC). **Relocation ethics memo and pyramid due.**
Feb 6 Wednesday	Oral presentations Graphics lecture **MBTIs due.**	Read Chapter 6 – "Graphics and PowerPoint with a Leadership Edge" *(LC).* In-class exercise on graphics. Please complete the MBTI and turn it in by today. If you have already taken it, you do not need to retake it, but you do need to give me a copy of your clarity score report so that I can use them to put together the MBTI exercises and your teams.
Feb 11 Monday	About Me Presentations	**"About Me" 3 – 4 minute presentations. Submit copy of your presentation in your OWL-Space drop box.** I will video presentations and post a copy in OWL-Space for you to watch. You should complete the **321 self-evaluation form** posted in OWL-Space as soon as possible after it is posted.

Dates	Topic	Assignment
Feb 13 Wednesday	Emotional intelligence **MBTI**	Read Chapter 7 – "Developing Emotional and Interpersonal Skills for Leaders" *(LC)*. In-class exercises based on MBTI results. Please do not miss class today. **Note:** The *Code of Ethics* for administering the MBTI prohibits anyone revealing your results to anyone but you, so the exercises are designed to keep your results confidential unless you choose to share them.
Feb 18 Monday	**MBTI** (continues)	In-class exercises based on MBTI results continue. Please do not miss class today. Remember to watch your About Me video and place your self-evaluation in your drop box by today at the latest.
Feb 20 Wednesday	Cross-cultural communication Leadership Profile	Read Chapter 8 – "Cross-Cultural Literacy and Communication" *(LC)*. In-class cross-cultural communication exercises. Read Wills' "Introduction," "Conclusion," and "Appendix" posted in OWL-Space. We will discuss Leader Profile assignment, the on-line discussion of which should start the week of March 4.
Feb 23 – March 3	**Spring Break**	**No classes**
March 4 Monday	Team projects - Launch & planning	Chapter 10 – "High-Performing Team Leadership" *(LC)*. Team projects discussed with break-outs to create charters and start action and work plans.
March 6 Wednesday	Team projects – Digital Story Instruction	Location to be announced for workshop in creating a digital story.
March 11 Monday	Team projects – Instruction on meetings	Chapter 9 – "Meetings: Leadership and Productivity" *(LC)*. Meetings and problem solving with exercises in facilitation and problem solving. Information on conducting interviews. ***Team charter and action and work plans due.***
March 13 Wednesday	Team Projects– Organizational communication	Read Chapter 11 – "Leadership through Strategic Internal Communication" (LC). In-class work on team projects. ***Interview Packets due.***
March 18 Monday	Team Projects – leadership & culture	You will work in your teams to profile the leadership style and culture of the leader of your team's non-profit.
March 20 Wednesday	Round-table meetings	**Round-table progress meetings** in class today. Teams will each have 25 minutes and should come into class according to the following schedule: 11:00 – 11:25 – Team 1 Please come early and be ready to start. 11:30 – 11:55 – Team 2 12:00 – 12:25 – Team 3 Teams only need to come during their own team's scheduled times. Please do not be late.

Dates	Topic	Assignment
March 25 Monday	Team Projects - External Communication	Chapter 12 – "Leadership through Effective External Relations" (LC). In-class work on team projects. **Proposal e-mail due for Leader Profile presentation.**
March 27 Wednesday	Team Projects	In-class work on team projects.
April 1 Monday	Team projects Dry runs	Teams will deliver a dry run of their presentations according to the following schedule: Section 1: 11:00 – 11:25 – Team 1 Please come early and be ready to start 11:30 – 11:55 – Team 2 12:00 – 12:25 – Team 3 Teams only need to come during their own team's scheduled times. Please do not be late.
April 3 Wednesday	Team projects	**Team presentations.** Remember to post your presentation in drop box in OWL-Space.
April 8 Monday	Individual oral presentations	*Each student will deliver a 2 to 3-minute impromptu presentation on selected topics in class. Dress is casual.* Turn in team member contribution form by today.
April 10 Wednesday	Individual oral presentations	**Leader Profile Presentations**. I will video presentations and post copy for you to review. Please dress in business casual at a minimum. Also, place copy of your presentation in OWL-Space drop box before class.
April 15 Monday	Individual oral presentations	**Leader Profile Presentations**. I will video presentations and post copy for you to review. Please dress in business casual at a minimum. Also, place copy of your presentation in OWL-Space drop box before class.
April 17 Wednesday	Last class meeting	**Review for final.** Remember to watch your video and place your self-evaluation in your drop box by today. **Note:** The final will be posted in OWL-Space only for those students taking it just before our scheduled final examination period.

Instructions for Individual Assignments

The following sections provide information on each major assignment. Please read each carefully and see the grading rubrics in OWL-Space for the criteria I will be using to evaluate each assignment.

"Parable of the Sadhu" Memo Assignment

This memo assignment is based on "The Parable of the Sadhu." You are to turn in a memo (follow guidelines in Chapter 4), in which you use each step in Hosmer's analytical approach (Chapter 1) to guide you and organize your analysis. Your analysis should demonstrate your working through the major ethical questions in this case to determine an ethical response. Your analysis should lead to answers to the following questions:

1. What are the major ethical questions to consider in this case?
2. What would be the ethical decision in this case? Is it what McCoy does?
3. Is it what you would do?

See OWL-Space for the grading rubric with the criteria I will use to evaluate this assignment.

About Me: An Introduction to You (Personal and Professional) in Three to Five Slides

This exercise calls on you to create a **three-to-four minute** PowerPoint presentation of three-to-six slides that serves as an illustrated and well-prepared version of an "elevator speech introduction to you." Your goal is to provide the class and your future team members insight into you as an individual. The presentation is a Facebook version of who you are. However, the second part of the assignment is to create a LinkedIn (more professional) introduction to you as well. You must include your LinkedIn page as one of your slides with the link to your completed LinkedIn home page. Think of this presentation as an opportunity to establish two public versions of you, one personal and the other more professional.

In your presentation, you must include a title page and at least one graphic element (a photograph, illustration, chart, spreadsheet, etc.) somewhere in your presentation. You may use a template or make a design of your own, but **your design must conform to the PowerPoint principles** (if you have design questions, see Chapter 6 in the *Leadership Communication* text).

I am primarily interested in giving you an opportunity to stand in front of the class and present on a subject you know well – YOU. I am also interested in learning a little about you and in seeing that you are comfortable with delivering a presentation using visual aids, such as PowerPoint. Creativity is encouraged. I want you to use the design, color, and fonts appropriate for your presentation and for your personality. Also, if you already have a good idea of your career goals, you may include specific information you plan to include in your job search. However, if you are unsure of your future plans, you can use this presentation as an opportunity to tell your classmates (future team mates) and me a little about you on a more personal level, perhaps including information on your family and friends. Again, the presentation will probably include content more appropriate to your **Facebook** page than your **LinkedIn** page.

You may use a variety of approaches in completing this assignment. Perhaps you want to tell a story or stories that illustrate who you are. You may decide to use images (pictures, photos, drawings, graphs, etc.) only with little text although be careful with this approach since the meaning of your images may be clear to you but not to others. In fact, if you select this approach, you do need to make sure that the slide titles and captions capture the intended meaning in the image. Remember, your PowerPoint is a collection of bullet points, not a collection of sentences or paragraphs; however, your bulleted items should provide enough content to make your meaning clear to the audience.

Please practice your presentation with a clock so that you make sure to keep the presentation under 4 minutes. I will be very strict about the time and stop you at exactly 4 minutes.

Relocation Case and Memo

Read the "Case for the Plant Relocation," decide on your recommendation, and create a pyramid for your argument. Then, write a memo to your boss recommending what your company should do. Turn in your pyramid with your memo.

See OWL-Space for the grading rubric with the criteria I will use to evaluate this assignment.

Leader Profile Assignment

For the Leader Profile assignments, you will be researching an individual who is a model of transformational leadership and leadership communication. You should select your leader carefully to ensure you can learn something of value about communication by researching this individual. You will be living with this assignment for several weeks in the semester, so select someone worth the effort. The Leader Profile assignment consists of three parts: (1) OWL-Space On-Line Forum Discussion, (2) E-Mail Proposal, and (3) Formal presentation. See below for instructions on each.

(1) Leader Profile On-line Discussion and Persuasion

The Profile proposal discussion is directed at a small group of your classmates and is to be completed in the Forum feature of OWL-Space. As the Leader Profile presentation assignment explains, you are to select a transformational leader in your field of study or career and create a profile of him or her as a model of leadership communication and transformational leadership for a presentation to the class. Your goal in this portion of the assignment is to persuade your peers on the value of profiling this individual, so your focus is on what we can learn about leadership and communication from this individual.

Your selected leader should fit into at least one of the following categories of leaders discussed in Wills' book *Certain Trumpets*:

1. Electoral
2. Radical
3. Diplomatic
4. Military
5. Business
6. Intellectual
7. Artistic
8. Rhetorical

You must **convince** your group of classmates that the person you have selected is (1) an example of the kind of leader Wills discusses and (2) is worthy of being considered a model of leadership communication (see further information on *Certain Trumpets* and this assignment in Appendix A). Once you have posted your initial argument, you are to respond to any questions or comments your classmates place on-line in the Forum feature in OWL-Space and obtain their agreement that the person is a good person for you to profile for this class. Each participant in the Forum is responsible for thinking carefully about the leader you have selected so that they can challenge you on your selection and you can then defend him or her.

I will review the discussion periodically for the quality of your and your peers' comments, for your persuasive ability in the discussion, and for the thoughtfulness and insight of your and your classmates' responses. This portion of the assignment will make up 25% of your grade on this assignment. You should not leave the discussion to the last minute. The earlier you start it, the more time you have for thoughtful discussion and persuasion.

(2) Proposal in E-Mail Format

Once you have answered all questions or discussions posted and feel you have obtained full support of your discussion group, you are to send a professional e-mail of one to two pages (see *LC* information on e-mails and on proposals) to me, which includes the following:

1. Standard sections (Date, To, From, So-What Subject line).
2. Introductory paragraph establishing context, purpose, and foreshadowing statement.
3. Closing paragraph identifying next steps and contact information and signature with LinkedIn link at the bottom.
4. The profiled leader's identity, including name, title, current position, and relevance to you and your career plans.
5. Your rationale for selecting him or her, including
   a. What type of leader he or she exemplifies from Wills' book,
   b. Why you think he or she is a good example of leadership communication, and
   c. Why you see him or her as a transformational leader.

   You should present a strong argument on why he or she is a good choice for your profile, including what you expect to learn by researching his or her communication abilities**.**
6. Please attach your preliminary bibliography of where you plan to obtain information about him or her and your interview guide (if you plan to interview him/her or someone else about him/her).

See OWL-Space for the grading rubric I will use to evaluate this assignment and for your group Forum assignments.

(3) Leader Profile Presentation

For this portion of the assignment, you are to develop a formal presentation that profiles your selected transformational leader. Your focus throughout must be on the leader's communication abilities and how communication supports and interacts with his or her transformational leadership abilities. You should be careful to select someone for whom you can obtain a video of a presentation or written copies of a speech or professional document (not simply correspondence) so that you will have an opportunity to evaluate his or her writing or speaking ability and have enough substance to answer the questions on his or her communication abilities very specifically. Your selected leader should fit into at least one of the eight Wills' categories of leaders listed in proposal assignment section above.

Approaches you could take to gather information on your selected profile target are follows:

1. **Interviews:** You can interview him or her or others about him or her or you can use interviews that others have done. If you do an interview, you should write an interview guide with very targeted questions (we will talk more about this in class). You will want to discover as much as you can about his or her approaches to communication and find out how he or she has become so good at it.
2. **Web Research:** You should search the Web to see what kind of Web presence he or she has. Try to find examples of his or her communication abilities through the Web. Also, look for what others have written about him or her on the Web.
3. **Personal Experiences:** You can draw on your own experiences with the individual. Explain what you have witnessed as examples of leadership communication.
4. **Library Research:** You can look in Fondren or go online (Amazon, for example) and see what books he or she has written or books that have been written about him or her. Look at how these books exemplify leadership communication.

For the **six-to-eight** minute Leader Profile Presentation, you should try to capture the individual as completely as possible. You should deliver an informative presentation showing us how he or she exemplifies leadership communication in your particular discipline. Your presentation should be organized into a coherent, logically structured presentation that will be of interest to your classmates. You may include videos, examples of his or her writing, pictures of him or her, articles by or about him or her, Web sites on him or her, etc. Your goal is to make him or her come alive in the classroom and to show us all what we can learn about communication and transformational leadership from your selected individual.

Questions you should answer in your presentation are the following:

1. What does he or she do? What is his or her educational and professional experience and what is his or her current title and position (content from a resume or bio)?
2. What is the major change or transformation for which this individual is known and what role did or does communication play in his or her transformational leadership accomplishments?
3. How does this leader exemplify the characteristics Wills presents in defining his different types of leaders, that is, electoral, radical, reform, diplomatic, etc.
4. What do others say about his or her leadership and his or her communication abilities?
5. Where did he or she learn to communicate?
6. What are some examples of his or her leadership communication abilities?
7. How is he or she particularly skilled as a public speaker, writer, or in interpersonal interactions?
8. What have you learned about leadership communication by profiling this person? What can we all learn? What makes him or her a good example of leadership communication?

You should include how you went about profiling this person, that is, interviews or research, and turn in your list of sources with the PPT. Be careful to provide sources on each slide that includes information from others.

See OWL-Space for the grading rubric with the criteria I will use to evaluate this assignment.

Impromptu Presentation

For the impromptu presentation, you will draw topics and have 3 to 5 minutes to prepare, using note cards. The presentations must be **no less than 2 minutes and no more than 3 minutes**. These presentations are designed to allow you more opportunities to practice your delivery skills by presenting in front of the class and receiving immediate feedback from your professor and classmates. They require no preparation.

See the evaluation form in OWL-Space for the grading criteria.

Team Organizational Communication Project

For your team project, you will create a **17-20 minute** PowerPoint presentation, which should include an original 3-minute digital story on your organization. Your topic is to describe the leadership, history, and internal and external organizational communication processes of a local non-profit organization or agency designed to serve the community.

You should talk to people at Rice who can help introduce you to the organization and perhaps open the door for you to visit them. Also, you can use the Internet, the library, and personal contacts to find information on the organization.

Your presentation should include the topics listed below organized logically to tell a coherent story; you should use the pyramid and create a storyboard to map out the presentation and be sure you all work together to connect the sections. Your presentation is a team presentation, a unified presentation, not simply a group of individuals presenting separate presentations on the same organization. Your presentation should include the following information, although it will need to be reordered to fit into your story more logically:

1. Mission (purpose for existing), vision (what they hope to achieve), strategic objectives (how they plan to accomplish their vision);
2. Origin (who started the organization and why?), beginning struggles (initial funding, other barriers to their coming into being), and history (how have they evolved over time);
3. Organizational culture (open, closed, leader centered, flat—use Schein's chapters to help define the culture), structure (organization chart, etc.), size (how many employees, how many people do they help?), and reach (are they local or global?);
4. Leadership and their communication strengths (transformational leadership, leadership communication; again, Schein's article will help); and
5. Current internal communication processes (Chapter 11 in LC) and external communication management (Chapter 12 in LC).

You may use the digital story portion of your project to illustrate any of the points above, to capture interviews that you should have conducted, or to otherwise make your organization tangible and alive to your audience. Be careful that you do not allow this portion of the assignment to take up too much of your time. Remember it is only 3-minutes of your overall team presentation. It should fit logically in the introduction, conclusion, or middle of your overall story and not interrupt the flow of your presentation.

Your team should select the organization carefully. You want one that interests you and one accessible so that you can conduct your interviews in person if possible. You should obtain my approval before starting your work. While a large movement or non-profit with a local branch will have greater press coverage and Internet presence, a small non-profit in this area will be more likely to let you get inside to see how they communicate.

You can find information on some non-profits through the Rice Community Involvement Center, which is part of the Center for Civic Engagement. You should not overlook Rice connections. Many of our Board of Regents, Alumni, and faculty have connections to organizations, which could potentially be very helpful in obtaining interviews and inside communication information. Also, you should consider talking to the people in the Leadership Rice or the Center for Student Professional Development.

Everyone on the team is expected to contribute meaningful content. You will be evaluated by your teammates on your contributions, so be careful to divide up the work so that all team members can carry an equal share of the work and feel as if they are contributing to the team's final product. Please refer to Chapter 10 in *LC* for guidance on how best to organize team work and to manage team dynamics and conflicts. Any team member not contributing will lose points off of the team's awarded grade for the project.

For this assignment, you are expected to turn in the following in your team's folder in the Resources section of OWL-Space:

1. Team charter, work plan, and action plan
2. Interview packet (including e-mail you will send to introduce your project and set up the interview and your interview guide; see more in daily assignments below)
3. Round-table document and discussion
4. Your digital story video
5. Your team's PPT presentation

You should place your team member contribution confidential evaluation in your individual drop box or hand it in to me since I am the only one to see it. See below for more information on the individual pieces of this assignment and see OWL-Space for the grading rubrics with the evaluation criteria.

Charter and Action and Work Plans

This assignment will help you manage the work load for your team assignment by requiring you to map out your team member tasks, roles, and responsibilities. You should follow the examples in *LC* on pp. 312-314. Some of the work on this assignment will be completed in class.

Interview Packet and E-mail Memo

This assignment will help you plan for the interview(s) you will conduct to obtain information on the communication of your team's nonprofit organization. The packet must include the e-mail you plan to send to introduce your team and your project and to request an interview and the interview guide your team will use to conduct the interview(s). The interview guide should follow the sample provided in OWL-Space.

Round-Table Progress Review

For your team's round-table progress review, you should create a round-table document and plan for a 20 to 25 minute discussion with me.

Please review pp. 156-159 and see Exhibit 5.4 in *Leadership Communication* text for an example of a round-table document. You should include your action plan indicating the progress you have made at this point and come prepared to review your plans for the final team presentation and any issues outstanding. This is an opportunity for you to show me that you know how to conduct a round-table discussion meeting and for me to provide some guidance on your presentation and help you ensure you are on track to deliver an excellent team presentation. At a minimum, the document you bring to the meeting should contain the following:

1. Cover slide with team name, members, date, audience, and purpose
2. An agenda for our discussion
3. Your storyboard for your team presentation
4. Preliminary findings
5. Progress against your work plan
6. Issues or questions for me

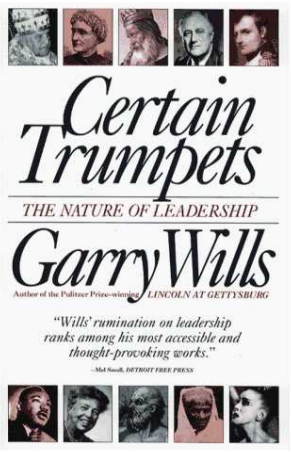
Final Examination – During the Final Period – Date TBA

The final examination for this course will be completed on-line during the final exam period allotted for this class by the registrar. I will place the exam only in the individual drop boxes in OWL-Space of the students who need to take the final. Students taking the final will need to place the completed final in their individual drop-boxes at the end of the allotted time.

The exam will be comprehensive, covering all readings and the 12 chapters of *Leadership Communication* text. I will provide more information on the specifics of the final throughout the course and review the covered content with you in the last class meeting.

Those with no more than 3 absences and an average no lower than 85 points may opt out of taking the final. The 10% will be spread evenly over the other major individual assignments in the class.

Appendix A: Additional Information on Wills' *Certain Trumpets* for LEAD 321


Certain Trumpets
THE NATURE OF LEADERSHIP
Garry Wills
Author of the Pulitzer Prize-winning LINCOLN AT GETTYSBURG
"Wills' rumination on leadership ranks among his most accessible and thought-provoking works."

Certain Trumpets is the collection of essays from which you are to select the type of leader you will discuss and defend in your on-line Forum Discussion and proposal, and who you will then profile for the class in the final presentation for the semester. The discussion below provides the rationale for using this book, information on how to select a leader to profile, and an overview of selected types of leaders discussed in the book.

Why This Book on Leadership?

Certain Trumpets was selected out of all of the many books on leadership because it provides discussions of different types of leaders from different fields. Since one goal of LEAD 321 is to introduce students to leaders from various fields, *Certain Trumpets* works well because it allows us to explore the leadership found in different disciplines.

The types of leaders exemplify transformational leadership, the focus of the type of leadership emphasized in this course, and the role of followers in making a leader a leader. Wills says in his introduction, "The leader is one who mobilizes others toward a goal shared by leader and followers. . . . Leaders, followers, and goals make up the three equally necessary supports for leadership" (p. 17).

How Should Students Select for their Leaders to Profile?

Students will want to look for their examples of leadership communication in leaders with significant numbers of followers and with clearly defined and articulated goals. Ideally, these leaders should have brought about major change in society, in their community, or in a large enough group of people to be recognized by others as good examples of leadership. In addition, they need to be leaders for whom (1) we can witness their communication abilities either in their speeches or their writing and (2) we can read or hear what others have to say about their communication and leadership abilities.

Although all of the leaders Wills discusses conform to this definition, not all readers would agree they are the best representatives of that type; thus, his book sets up a debate on how best to define and exemplify leadership across all disciplines. Students should read his introduction, conclusion, and appendix in Owl-Space and think carefully about what he has to say. Then, select the field and type of leader you would like to profile from the list below (Exhibit 1) and read the chapter on that type and the person Wills selected to represent the type.

Obviously, Wills' placement of leaders in the categories does not result in a MECE list. There is definite overlap with many of Wills' selections fitting in several of the other categories. Although you will agree or disagree with his placement and his selection of examples of leaders, do not get caught up in that agreement or disagreement, but instead look at the characteristics he describes and decide on a leader in a discipline of interest to you.

Once you have selected the person to profile, look briefly on-line and in Fondren to determine how available information on that leader is. You may start with Wikipedia, but **do not** stop there, and only use the information if it is documented. In fact, users of Wikipedia are usually better served by going to the sources at the bottom of each entry and drawing their information from them instead of the entry itself.

Exhibit 1: Types and Characteristics of Leaders Discussed in Certain Trumpets

Types of Leadership	Wills' example/ counter example	Characteristics/Traits
Electoral/ Political	Franklin Roosevelt/ Adlai Stevenson	Skilled compromiser, responsive to public opinion; perceptive, self-confident, ambitious, determined; leader and follower give to and serve one another.
Radical	Harriet Tubman/ Stephen A. Douglas	Single-minded and determined, characterized by self-sacrifice and great devotion to their cause; fighting some injustice and mobilizing followers to fight with them despite the odds and dangers.
Diplomatic	Andrew Young/ Clark Kerr	Skilled mediators, unobtrusively and patiently working to bring opposing parties together; peacekeepers, able to represent both sides equally and thus to mend strife.
Military	Napoleon/ George McClellan	Confident, unflinching, able to make decisions calmly and to motivate and command others to follow despite how difficult or life threatening the situation; the epitome of command and control.
Business	Ross Perot/ Roger Smith	Focused on selling products or services; able to inspire followers toward productivity and successful selling of their products or services. Successful business leaders are usually visionary (Collins) and emotionally intelligent (Goleman); their companies lead in innovation and profitability.
Intellectual	Socrates/Ludwig Wittgenstein	Thinkers who cultivate and teach their followers; energetic, curious seekers who question and learn from their followers.
Artistic	Martha Graham/ Madonna	Advancing their art as a cause; instrument of their leadership is the artifact they create. They create and influence movements; their followers immolate them. Other examples to whom Graham is compared Picasso, Stravinsky, Frank Lloyd Wright (see PBS American Masters).
Rhetorical	Martin Luther King, Jr./ Robert Parris Moses	Powerful, skilled, and sincere speakers and writers who use their ability with language to inspire and mobilize others toward a goal or cause.

Once you have made your selection, then enter into OWL-Space's Forum section set up for the leadership profile discussions and offer that person as an example to your classmates. Your classmates should then comment or question you on your choice and thus the discussion begins. Only once you have obtained enough support for your leader, should you write your proposal. If you do not see a trend very quickly in support, you will need to stir up support by convincing all of us that your leader is a good example of the type of leader Wills defines and a good example of leadership communication. Don't abandon your choice simply because one or two question your selection. If he or she is a good choice, then defend him or her and convince us of the wisdom of your selection. If you fail to obtain any support, you will then need to reconsider your selection and start over. Thus, selecting carefully will save you time in the long run.